

Beech Hill College

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Beech Hill has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Positive Behaviour.

Types of Bullying Behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity
- homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who "look different" can be mocked or criticised about the shape, size or appearance of their body

- racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism¹³ as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”¹⁴
- poverty bullying: behaviour that intends to humiliate a student because of a lack of resources
- religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity
- sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported. Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the board of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour. The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour. Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour. Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all. Parents, as active partners in their child’s education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

Section A: Development/Review of our Bí Cineálta Policy to Prevent and Address Bullying Behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff		
Students		
Parents		
Board of Management		
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

The Board of management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. A pro-active approach is encouraged during periods of supervision. Supervision is provided before and after school and at morning and lunch break. Every base class has a Tutor with whom they meet every morning for roll call and wellbeing.

There is a Student Support Team in place which comprises Principal, Deputy Principals, Year Heads, Guidance Counsellors and AEN Coordinators. The school community aims to prevent cyberbullying, homophobic and transphobic bullying, racist bullying, sexist bullying and sexual harassment as outlined in sections 5.5, 5.6, 5.7, 5.8 and 5.9 of the Bí Cineálta procedures. These include:

- Promotion of a positive school climate and culture where RESPECT is key
- FUSE programme delivered
- Structured Wellbeing time
- Friendship Week, Anti-Bullying Week and Stand-Up week
- Effective visible Leadership
- Whole-school approach
- Fair and transparent Code of Positive Behaviour
- Acceptable Use Policy
- Digital Awareness
- Increased cameras in relation to hidden areas
- Encouraging Peer Support – Buddy System (pupil – pupil), Mentor System (teacher – pupil)
- Celebrating diversity – Diversity Committee
- LGBTQ notice board
- Bí Cineálta notice board
- Support for EAL students
- Promote awareness of bullying (CSPE, SPHE AND RSE Programmes)
- Develop good links with outside agencies – QMark, NEPS, etc
- Effective supervision and monitoring of students – high vis vests for teachers on duty
- Consistent recording, investigation and follow-up of bullying behaviour
- Return to school meeting for students and parents of students suspended due to bullying behaviour
- On going evaluation of the effectiveness of the Cineáltas Procedure
- Use of a sociogram
- Posters to be put up around the school of the antibullying team

Section C: Addressing Bullying Behaviour

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame. All staff (class teachers, class tutors, year heads, guidance counsellor, Deputy Principals, principal, LGBTQ+ support team) have a responsibility to report suspected incidences of bullying. These should be brought to the attention of the Year Head who will complete a Bullying Incident Report Form. When bullying behaviour occurs, the school will:

- Ensure that the student experiencing bullying behaviour is heard and reassured
- Seek to ensure the privacy of those involved
- Conduct all conversations with sensitivity
- Consider the age and ability of those involved

- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Take action in a timely manner
- Inform parents of those involved

Identifying if Bullying Behaviour has Occurred

Bullying is defined in 'Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools' as repeated, targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures. To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Bi Cinealta Procedures (Steps to be followed)

- If any incident of bullying behaviour is reported to or suspected by any member of the school community (staff, students, parents etc.) they should report this to the relevant year head.
- The year head will sit down with the student who is experiencing the bullying behaviour and try to determine if bullying has occurred using the following questions
 1. Is the behaviour targeted at a specific student or group of students?
 2. Is the behaviour intended to cause physical, social or emotional harm?
 3. Is the behaviour repeated?
- If it is determined that bullying behaviour has occurred then the incident will be investigated fully by the relevant antibullying team (see Appendix 2) using the Bullying Incident Report Form (see Appendix 1).

Where Bullying Behaviour has Occurred

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- The school is obliged to fully investigate any alleged incidents of bullying which are reported by parents.
- A record should be kept of the engagement with all involved including the initial 'Bullying Incident Report Form' (Appendix 1).
- This record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- These records should be kept in the year head's filing cabinet.

Follow-Up Where Bullying Behaviour has Occurred

- A member of the antibullying team must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- All efforts will be made to resolve the issue pastorally, this may involve use of our Restorative Practice strategy with the Head of Year or the support of our Student Support Team (see appendix 3).
- The Year Head should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- The date that it has been determined that the bullying behaviour has ceased should also be recorded
- Any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

Supports

The school may seek the support of any of the following when working with students affected by bullying

- Counselling service (through guidance)
- Building self-esteem and developing social skills
- Use of restorative practices to re-build and maintain relationships
- Co-operation with parents
- Referral to outside agencies (if necessary) in co-operation with parents
- National Educational Psychological Service (NEPS)
- Oide
- Webwise
- National Parents Council
- Dublin City University (DCU) Anti-Bullying Centre
- Tusla

Record-Keeping

All bullying behaviour will be recorded on the 'Bullying Incident Report Form' (Appendix 1). This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the *Bí Cineálta* procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____ (Chairperson of Board of Management)

Date: _____

Signed: _____ (Principal)

Date: _____

Appendix 1: Bullying Incident Report Form

1. Name of student being bullied: _____

2. Tutor class: _____

3. Name(s) and tutor class(es) of students allegedly engaged in bullying behaviour:

4. Source of bullying concern/report (tick as relevant):

Student concerned	
Other student(s)	
Teacher	
Parent	
Other	

5. Location of incident(s) (tick as relevant)

School Yard		Classroom	
Bus		Toilets	
Out-of-school		Changing Rooms	
Corridor		Other	

6. Name of person(s) who reported the alleged bullying concern:

7. Type of bullying behaviour (tick as relevant):

Physical		Gender-identity bullying	
Verbal		Extortion	
Damage to personal property		Written bullying	
Exculsion/isolation		Relational bullying	
Cyber-bullying		Other	
Intimidation			

8. Brief description of bullying behaviour:

9. Impact of bullying behaviour:

10. Details of action taken (including dates):

11. Details of any follow up (including dates):

Date submitted to Principal/Deputy Principal: _____

Signed: _____ (Year Head)

Date: _____

Appendix 2: Antibullying Team

The antibullying team will consist of the following individuals:

- 1st Year: Mr. Parsons, Ms. Boyle, Ms. Sheerin
- 2nd Year: Ms. Conlon, Ms. O'Harte, Ms. Sheerin
- 3rd Year: Mr. Barratt, Ms. Loughran, Ms. Sheerin
- 4th Year: Ms Duncan, Ms. Boyle, Mr. Moylan
- 5th Year: Ms. Crowe, Ms. O'Harte, Mr. Moylan
- 6th Year: Mr. O'Shea, Ms. Loughran, Mr. Moylan

Appendix 3: Student Support Team

Principal	Mr. Mc Ardle
Deputy Principal	Ms. Sheerin
Deputy Principal	Mr. Moylan
HSCLO	Mr. Murray
Guidance Counsellor	Ms. Boyle
Guidance Counsellor	Ms. O Harte
Guidance Counsellor	Ms. Loughran
AEN Co-ordinator	Me. Mc Meel
School Completion Programme	Ms. Mulligan